

# The Urgency of Lecturer's Academic Background towards Interdisciplinary Educational Management

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**Abstract**—The real world problems are now more complex, including the issue of Industrial Revolution 4.0., globalisation, and disruptive technology. Within this era, education is demanding for more practical, efficient, and effective management. One of the solutions is an interdisciplinary approach to educational management discipline. It starts with the changing name from educational administration to educational management. Then, it is followed by the contribution of other disciplines into educational management field, manifested through lecturer's academic backgrounds. The research design used in this study is an-internet-based research, providing the academic background of 23 lecturers of Department of Educational Administration UNY. This quantitative descriptive study describes the variation and the urgency of lecturer's academic backgrounds supporting to a disciplinary educational management. The results show that the variation of academic background includes public administration, management, electrical engineering, informatics engineering, library science, educational research and evaluation, non-formal education, and education science (9 lecturers or 39.13% have at least one degree outside of Educational Administration/Educational Management). These are expected to develop both theoretical foundation and praxis of effective educational management, through teaching and learning, and research activities. The interdisciplinary sub-discipline includes, such as library management, archive management, office administration, ICT in educational management, management information system, etc. Thus, this interdisciplinary educational management are expected can solve the real problems occur in schools and other educational institutions.

**Keywords**—*interdisciplinary approach; educational administration; educational management; academic background; lecturer*

## I. INTRODUCTION

Educational management (in this paper is interchangeable with educational administration), as an applied field of leadership in the context of education has been termed to have an amorphous nature. The multiple theoretical paradigms, inclusive methodologies, and diverse topics in the educational administration research literature have been viewed paradoxically, as a robust field, and a field lacking coherence and direction at the same time [1].

In Indonesia, traditionally, the programmes of educational administration or educational management in any level

(bachelor, masters, doctor) are organised by universities which formerly was the institute of educational science and teacher education (*Institut Keguruan dan Ilmu Pendidikan/IKIP*). However, since 2011, there are some programmes organised by other universities which do not have faculty/school of education: such as bachelor degree in educational administration and Master of Higher Education Leadership and Management in a faculty of administrative science (Universitas Brawijaya), and Master of Higher Education Management mainly informed by a faculty of economics and business (Universitas Gadjah Mada). Consequently, most of their lecturers are coming from those disciplines. This leads to the establishment of the association of educational management/administration study programme (*Asosiasi Program Studi Manajemen/Administrasi Pendidikan/APMAPI*). Meanwhile, the association of educational administration/educational management scholars is *Ikatan Sarjana Manajemen/Administrasi Pendidikan Indonesia/ISMAPI*.

Lecturer's academic qualification is highly regulated by the Indonesian Government. Lecturer must have accredited academic qualification suitable with the expected expertise [2]. However, the meaning of "suitable" with the expected expertise is debatable, especially when the major does not really match with the study programme as his/her home-base ("mismatch"). On the other hand, the variance of academic background may indicate interdisciplinary approach to educational management. It is expected to enhance the development of educational management discipline and integrating solutions to solve complex problems [3],[4].

Lecturers in higher education institutions should have particular specification to demonstrate their professional task. The development of a specification has become much easier due to the use of a 'competencies' approach [5]. In relation to academic background, competences are achieved and assessed throughout education process based on the ultimate performance that the competences underpin [6]. There are lecturers of the Department of Educational Administration, Faculty of Education, Universitas Negeri Yogyakarta (UNY) who do not have any degree in educational administration or educational management. In contrast, there are lecturers of other departments who have degree in educational administration or educational management. These academic backgrounds are a manifestation of interdisciplinarity of

educational management in the university, in which other disciplines contribute to the educational management, and even vice versa. To explore the extent of this interdisciplinarity, this paper describes: (1) the academic backgrounds of lecturers of the Department of Educational Administration, and (2) the urgency of these academic backgrounds towards interdisciplinary approach to educational management.

#### A. *Interdisciplinary Approach*

In modern society, there is demand of application oriented knowledge, and the usability of scientific knowledge. This requires the combination and integration of knowledge from various scientific disciplines [7]. This opposes the tradition view that disciplinary science has interest in ‘pure’ knowledge prevails, to produce theoretical knowledge. The approach addresses specific ‘real world’ system problems [8], knowledge of reality but also for educational purpose [9], and answer practical questions and solve practical problems. It might be found in university organised along disciplinary lines in faculties and departments, which are homogenous and stable.

As the academic tradition in universities, interdisciplinary approach may be applied into both teaching and research activities. References [10],[11] emphasise on interdisciplinary research. In addition, the interdisciplinary approach could be applied on teaching and learning in higher education system, as in [12],[13]. It is suggested that the interdisciplinary approach is: (1) combining elements from various discipline, (2) synthesising two or more disciplines, (3) establishing relationships between several disciplines and beyond its aim, nuanced and diversified compare to unidisciplinarity, and (4) crossing boundaries of disciplines to create new knowledge and to bridge disciplinary view points, moving beyond existing disciplinary borders [14].

Furthermore, another notable characteristic of interdisciplinary approach is knowledge integration. It is suggested that interdisciplinary approach is: (1) not only a mutual *integration* of, but also, a *creation* of organising concepts, theories, methodology, epistemological principles, phenomena and general laws that are common to several disciplines or various fields; (2) establishing a new level of discourse and integration of knowledge; developing new method and theory crafted to transcend the disciplines in order to solve problems; (3) an element of integration of knowledge for the purpose of creating new knowledge syntheses, and it is problem-oriented critical thinking focusing on *process* rather than *domain*; and (4) lying in the level of integration and cooperation as it seeks to bridge disciplinary view points and potentially enabling the examination of existing accumulated knowledge from the perspective of a neighbouring disciplines.

#### B. *Historical Development of Interdisciplinary Educational Management*

In the 1960s in the US context, education and sociology were the two disciplines that substantially contributed to educational administration, followed by psychology and social psychology, political science, economics, anthropology, and others. In the context of UK, the approach used by is educational management is a field of application and that its

study should draw widely, but with discrimination, on the social science disciplines and on already recognised applied fields such as organisational theory [15]. Multidisciplinary study, rather than interdisciplinary study, was the preferred descriptor, since the latter ‘could suggest an approach which its generality, falls between the interstices of the disciplines and adds nothing solid.

In addition, Reference [16] has established educational administration theory, research, and practice on a sociological fundament: the school as a social system. Meanwhile, in the current 21<sup>st</sup> century, reveals how knowledge is exchanged and disseminated in the educational administration research literature through the journal citation network. It is suggested that by far the largest-scale study of educational administration journals presents abundant evidence that educational administration is a porous field. It intimately interacts with the sub-fields education (e.g., urban education and teacher education), other disciplines (e.g., economics, human resources, sociology, and psychology), and the research internationally.

In the Indonesian context, there are views about interdisciplinarity of educational management. The definition of educational administration is the application of the administration in the broad sense into education field [17]. On the other words, educational administration is an effort to apply administration principles into education fields; an act to coordinate human behaviour within education, therefore available resources could be optimally managed, thus the educational objectives could be productively achieved [18].

## II. METHODS

The method used in this study is quantitative modes of inquiry, specifically descriptive research. It uses a descriptive mode of inquiry simply describes an existing the phenomenon, by using numbers to characterise individuals or a group [19]. This study assesses the nature of existing interdisciplinarity educational management through characterising the variation of academic backgrounds, as a manifestation of interdisciplinary approach. The research design is an internet-based research, especially “searching for research materials on the internet”, [20]. Researcher searched for information of lecturers’ academic background from the official UNY profile lecturers website: <http://staff.uny.ac.id/> and <http://staffnew.uny.ac.id/> Researcher identified academic background of the lecturers of Department of Educational Administration, Faculty of Education, UNY, which are 23 lecturers as the population of this study. All of them are subject of the study, in the sense whether their academic background echoing interdisciplinarity. Since this study is internet based, there is no specific instrument used within the data collection process, except the websites, the internet connection, and the researcher’s documentation notes about lecturer academic background. Researcher read the information displayed in the websites, and make a map of academic backgrounds through a table of compiled-secondary-data of lecturers’ academic background (Table 1). Later on, the data analysis was conducted by using simple counting amount of academic background both within Educational Administration/Educational Management and outside this field.

### III. RESULTS AND DISCUSSION

#### A. Lecturers' Academic Background in the Department of Educational Administration

The Department of Educational Administration, Faculty of Education, YSU Indonesia, is organising a B.Ed. in Educational Management. Formerly, the term was the B.Ed. in Educational Administration, since its establishment in 1964. Then, it was changed into B.Ed. in Educational Management in 2005.

The Table 1 shows that, the department has 23 lecturers with their academic backgrounds. In general, there are 9 lecturers (39.13%) with academic background outside of Educational Administration/Educational Management.

TABLE I. LECTURERS' ACADEMIC BACKGROUND

No.	Lecturer	Academic Background		
		Bachelor Degree	Master Degree	Doctoral Degree
1	Lecturer 1	Educational Management	Educational Management	-
2	Lecturer 2	Educational Administration	Educational Administration	Educational Administration
3	Lecturer 3	Educational Administration	1. Educational Administration 2. Educational Studies (Leadership)	Educational Leadership
4	Lecturer 4	Electrical Engineering	Educational Administration	Educational Administration
5	Lecturer 5	Educational Administration	Educational Management	Educational Management (on going)
6	Lecturer 6	Public Administration	Public Administration	-
7	Lecturer 7	Educational Administration	Non-Formal Education	Educational Science
8	Lecturer 8	Public Administration	Management (Master of Management)	-
9	Lecturer 9	Educational Administration	Educational Management	Educational Management (on going)
10	Lecturer 10	Educational Administration	Educational Management	Educational Management
11	Lecturer 11	Educational Management	Educational Management	-
12	Lecturer 12	Educational Administration	1. Educational Administration 2. Education (Professional Learning & Teacher Education)	-
13	Lecturer 13	Educational Administration	Educational Management	-
14	Lecturer 14	Educational Administration	Educational Research & Evaluation	Educational Science
15	Lecturer 15	Educational Administration	Educational Management	Educational Management (on going)
16	Lecturer 16	Educational Administration	Public Administration	-
17	Lecturer 17	Educational Administration	Educational Management	Educational Management (on going)

No.	Lecturer	Academic Background		
		Bachelor Degree	Master Degree	Doctoral Degree
18	Lecturer 18	Educational Administration	Educational Management	Educational Management (on going)
19	Lecturer 19	Public Administration	Educational Administration	Educational Administration
20	Lecturer 20	Educational Administration	Educational Management	Educational Management
21	Lecturer 21	Educational Management	Educational Management	-
22	Lecturer 22	Informatics Engineering	Educational Administration	-
23	Lecturer 23	Library Science	Management of Information and Library	-

Source: <http://staff.uny.ac.id/> and <http://staffnew.uny.ac.id/>

- a. There are 8 lecturers (34.78%) with Doctoral degree as their highest academic qualification, 15 lecturers (63,22%) with Master degree as their highest academic qualification, in which 5 of them are progressing on their Doctoral study.
- b. There are 17 lecturers (73.91%) have *Sarjana Pendidikan* (Bachelor of Education/B.Ed.) degree in Educational Administration or Educational Management (73.91%); 3 lecturers (13.04%) have Bachelor degree in Public Administration; 1 lecturer (4.34%) has Bachelor of Engineering in Electrical Engineering; 1 lecturer (4.34%) has Bachelor of Informatics Engineering; and 1 lecturer (4.34%) has Bachelor of Library Science.
- c. There are 17 lecturers (73.91%) who have *Magister Pendidikan* (Master of Education/M.Ed.) degree in Educational Administration or Educational Management; 2 lecturers (8.69%) have Master degree in Public Policy; 1 lecture (4.34%) has Master of Management; 1 lecturer (4.34%) has M.Ed. in Non-Formal Education; 2 lecturers (8.69%) have M.Ed. in Educational Research & Evaluation. In addition, 2 lecturers (8.69%) have additional Master degree; which are Master of Educational Studies (MEdSt) in Leadership; and Master of Philosophy (MPhil) in Education specialised in Professional Learning and Teacher Education.
- d. There are 5 lecturers (21.73%) who have *Doktor Pendidikan* (Doctor of Education) degree in Educational Administration or Educational Management; 1 lecturer (4.34%) has Doctor of Education (EdD) in Educational Leadership; and 2 lecturers (8.69%) have *Doktor Pendidikan* (Doctor of Education) degree in Educational Science (*Ilmu Pendidikan*).
- e. There are 5 lecturers (21.73%) are now studying in the programme of *Doktor Pendidikan* (Doctor of Education) degree in Educational Management.
- f. There are 4 lecturers (17.39%) who have such a very *linear* academic background, in the sense all of three levels of academic degree (Bachelor, Master, and

Doctoral) are majoring in Educational Administration or Educational Management, including Educational Leadership.

- g. There are 8 lecturers (34.78%) who have a very linear academic background, in the sense both their Bachelor and Master degree are majoring in Educational Administration or Educational Management. In addition, 4 of them (17.39%) are now continuing to Doctor of Education in Educational Management.
- h. There are 3 lecturers (13.04%) have Bachelor degree which does not in Educational Administration or Educational Management major, but they have both Master and Doctoral degree in Educational Administration or Educational Management.
- i. There are 2 lecturers (8.69%) who have both Bachelor and Master degree which does not in Educational Administration or Educational Management.
- j. There are 2 lecturers (8.69%) who have Bachelor degree in Educational Administration, but have Master degree which does not in Educational Administration or Educational Management major.
- k. There are 2 lecturers (8.69%) who have Bachelor degree in Educational Administration, but have both Master and Doctoral degrees which do not in Educational Administration or Educational major.

To develop the group of expertise and courses related to library management, and information and communication technology, the department recruit new lecturers with such an expanded background, rather than Educational Administration or Educational Management. Those with library science and information technology backgrounds are welcome. Finally, three lecturer candidates have passed the selection process. They are one has both Bachelor and Master degrees in Educational Management; one has Master degree in Educational Administration with Informatics Engineering as her Bachelor degree; and another one has both Bachelor in Library Science and Master in Management of Information and Library.

In general, there are several disciplines other than educational administration/educational management within the Department of Educational Administration, Faculty of Education, Universitas Negeri Yogyakarta. The disciplines are from sub-fields education (e.g. educational research and evaluation, educational science), engineering (e.g. electrical engineering, informatics engineering), social-political sciences (e.g. public administration, library science), and economics (e.g. management).

#### *B. The Urgency of Academic Backgrounds Towards Interdisciplinary Approach to Educational Management*

The interdisciplinarity of educational management indicates knowledge exchange with the sub-fields education. The findings state that educational management is supported by sub-fields education. However, the specific sub-fields education founded in the Department of Educational

Administration is educational research and evaluation, non-formal education, and education science, rather than urban education and teacher education. It might be possible due to Indonesian universities do not have specific study programme focussing on urban education nor teacher education as a discipline on its own. In addition, in Indonesia, teacher education as a discipline on its own does not represented in such a specific study programme, instead it is integrated on specific subject, for example, early childhood teacher education, primary teacher education, history education, etc. Although there was a Master of Teacher Education programme organised by Universitas Pendidikan Indonesia around the year of 2010, this programme was closed in several years later.

The interdisciplinarity of educational management in supported by a group of social-political sciences is represented by public administration and library science. As the former nature of the discipline in the past is educational administration, thus the supporting discipline is public administration. Furthermore, the nomenclature of the study programme has been transformed become Educational Management. Thus, the management discipline from economics and business area is supporting to educational management. There are some concept, norms, and values from management in the business area adapted into educational management.

Meanwhile, the library science is supporting specifically to a group of courses related to library management organised in the Bachelor of Education in Educational Management by the Department. The logic is that library as facility and learning resources in the school or university should be managed. While educational management is coming from the managerial side, the library science is coming from the inside of library. Both of these disciplines could develop a group of courses, such as library management, library management practice, and library development. In addition, the specific major of a lecturer is master of information and library management. It means, it also supporting to the development of clerical administrative courses such as, office administration and archive management.

The other disciplines contributing to educational management are engineering disciplines, specifically electrical engineering and informatics engineering. This group of engineering disciplines are in line with the interdisciplinary principles. The technical aspects of Information and Communication Technology (ICT) are highly relevant to addresses specific 'real world' system problems, and to answer practical questions and solve practical problems. This engineering group could give a touch of efficiency into educational management, especially in the operational things. Furthermore, it is to anticipate the Industrial Revolution 4.0 that is very demanding on information technology.

#### IV. CONCLUSION

It can be interpreted that the variation of academic background includes public administration, management, electrical engineering, informatics engineering, library science, educational research and evaluation, non-formal education, and education science (9 lecturers or 39.13% have at least one

degree outside of Educational Administration / Educational Management). These are expected to develop both theoretical foundation and praxis of effective educational management, through teaching and learning, and research activities. The interdisciplinary sub-discipline includes, such as library management, archive management, office administration, ICT in educational management, management information system, etc. Thus, this interdisciplinary educational management are expected can solve the real problems occur in schools and other educational institutions.

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